Searcy Kniffen

RDG 4402

8 April 2013

Lesson Plan 3

\*Last week, my student could hardly concentrate due to a camp that was taking place that day through the school. Also, our lesson was shorter due to his need to get back to the classroom. Therefore, I have repeated activities from my previous lesson plan, as they were not completed in the last session.

**Objectives:**

**4th Grade ELA TEKS**

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

**4th Grade Social Studies TEKS**

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

**Activities:**

Writing Expository and Procedural Texts

Based on reading from our prior lesson, fill out the Fishbone Main Idea Chart to the best of student’s ability.

Reading Fluency

Buddy/Echo Re-Reading of *Kat Kong*

Reevaluate the Fishbone Main Idea Chart and make any necessary adjustments with student after reading.

Writing/Expository and Procedural Texts

Read *Where The Wild Things Are*

Creative writing response by student – Prompt: “Where do you think Max traveled to? Describe this place.” Student can illustrate if time allows.

**Materials:** *Kat Kong* by Dav Pilkey, *Where The Wild Things Are* by Maurice Sendak, paper, markers, pens, pencils, Fishbone Main Idea Chart

**Evaluation:**

-Fishbone Main Idea Chart

-Creative Writing Response

-Teacher observation/notes